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ABSTRACT

Prepared by four state-appointed task forces, this report recommends policies and procedures for basic skills education in the State of Washington to assist local and statewide planning. Following introductory material on the mandate and members of the task forces, Section I considers the organization and management of developmental programs, focusing on philosophy, management models, funding, services, and staff considerations. Section II identifies current testing instruments used in the areas of college entry, writing, reading, math, English as a Second Language, and vocational screening. In addition, this section summarizes comments on the effectiveness of the various tests that were gathered during a statewide survey. Section III discusses the status of immigrant and refugee education, reviewing the extent of the impact of immigrant and refugee students; the process of surveying faculty regarding these students; faculty perceptions of problems, solutions, and unmet needs; and a program model and recommendations for immigrant and refugee education. Section IV presents eight public policy recommendations designed to provide directions and objectives for the 1980's. A list of academic competencies, as defined by the College Board, is appended. (LAL)

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Platform for Excellence

A Review and Projection of Basic Skills,
Developmental and Learning Support Education

Task Force Reports From
The Learning Assistance Support System Project

Washington State Community Colleges

Grant Project through the Fund for the Improvement of Post Secondary Education
Sponsored by the State Board for Community College Education

April 1983

Background

The Learning Assistance Support System, a grant project through the Fund for the Improvement of Postsecondary Education sponsored by the State Board for Community College Education, sought to review and clarify Washington Community College programs in basic skill education.

Through four task force committees, local and systemwide activities were studied. Besides reviewing current operations the committees were charged with collecting instructional resources for dissemination between colleges and determining policy recommendations that would assist local and statewide planning.

The report that follows is the accumulated account of the task force process.

Alan Torgerson
Project Director

The Task Force Process

For several years local and state directors for basic skills and developmental education services in Washington community colleges discussed the need for a State Board for Community College Education supported project. In 1981 a Learning Assistance Support System (LASS) grant was awarded by the Fund for the Improvement of Postsecondary Education. The objective was to provide immediate assistance to faculty members and administrators as well as review projected needs in adult basic skills for the 1980s. The former mandate initiated network and communications activities, initiated staff development programs and established a resources collection and dissemination system. The latter mandated a projective study through formation of four task forces. The areas for study were organization and management, assessment, impact of immigrant and refugee students in mainstream education, and public policy.

These task force committees were asked to collect, study and recommend policies and procedures for basic skills education that would assist local and statewide planning during the 1980s. The committees met numerous times in order to determine parameters, define goals, design and evaluate surveys and write draft reports. Each task force worked independently with the exception of the public policy group. They reviewed the early conclusions from the several reports.

Formation of each task force was through invitation. Besides faculty and administrators from basic skills and developmental programs, deans of instruction, student services administrators, former students and college presidents were committee members. Chairpersons were selected because of their leadership in specific areas: Jim Bennett from Bellevue Community College as chair of the organization and management task force, initiated one of the first comprehensive basic skills/developmental programs in the state's community college system. He currently is a doctoral candidate in higher education administration. Dr. Ellen Smith is an expert in reading assessment and reading programs. She designed the reading lab at Highline Community College and is currently developing curricula at Ft. Steilacoom Community College. Because of her recent doctoral program, she has knowledge and expertise in testing programs. Julia Gage established the Vocational English As a Second Language Program (VESL) at Edmonds Community College. She is currently employed at Tacoma Community House in a volunteer refugee training project which assists volunteers statewide. During the fall of 1982 she was a consultant to South East Asian refugee camps under the U. S. State Department. Judy Pilder is the director of District 17 (Spokane) adult learning program, The Bancroft Center. She is a past public school board member with knowledge on policy and political processes.

The task forces were given a mandate to produce a document that would formalize recommendations for basic skills education and assist local as well as statewide planning.

The original title for the document was "A Framework for Excellence." As meetings and discussions progressed it became evident that the "framework" will be in a continuous altering state during this transforming period. Thus the title has emerged as "A Platform for Excellence," knowing that for basic skills education in the community college system, the information collected and policies recommended will lead to review, revisions and reconceptualizations.

Task Force Membership

Organization and Management:

Chairperson:	Jim Bennett	Bellevue Community College
Members:	Rachel Hidaka	Seattle Central Community College
	Pam Arsenault	Highline Community College
	Ken Hildebrant	Fort Steilacoom Community College
	Greg Golden	Edmonds Community College

Assessment:

Chairperson:	Ellen Smith	Highline Community College
		Fort Steilacoom Community College
Members:	Steve Wall	Fort Steilacoom Community College
	Frank Edge	Centralia College
		Fort Steilacoom Community College
	George Dennis	Lower Columbia College
	Ken White	Everett Community College
	Virginia Liebergesell	Tacoma Community College
	Kathy Keenan	Olympic College
	Don Hughes	Yakima Valley College
	Mildred Ollee	Seattle Central Community College
	Tonia Clark	North Seattle Community College

Immigrant and Refugee ESL:

Chairperson:	Julia Gage	Tacoma Community House
Members:	Joyce Kruithof	Edmonds Community College
	Sandra Cross	Everett Community College
	Ruth Paige	North Seattle Community College
	Betty Welch	North Seattle Community College
	Duong Dunning	Seattle Central Community College
	Jack McGee	Edmonds Community College
	Chau Nguyen	Community Member
	Ernie Cadman	Lower Columbia College

Public Policy:

Chairperson:	Judy Pilder	Spokane District #17 Bancroft Center
Members:	Hilda Thompson	Walla Walla Community College
	Bill Agopsowicz	Spokane Falls Community College
	Cary Heth	Spokane District #17
	Phyllis Everest	Spokane Falls Community College
	Barb Bennett	Spokane Community College
	Lynn West	Spokane Community College
	Dick Petersen	Wenatchee Valley College
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The quality, organization, content, design and printing of this document are the result of efforts by talented professionals within the community college system in Washington state.

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Section I

Organization and Management

Section I

Organization and Management

Organization and management of developmental programs have been the concern of over half of the community colleges in the state. New reporting structures, new areas of responsibility, altered philosophy statements and a reduced budget have forced many thoughts about form and style of operations.

This section reviews philosophy, management models, funding, services and staff considerations. It also presents "**What Makes a Sound Developmental Model**".

Philosophy and Purpose

Medsker and Tillery in their book **Breaking the Access Barriers: A Profile of Two Year Colleges** said: "*As barriers to educational opportunities are eliminated, students in need of help will flood the community college and greatly exacerbate the present problems of providing developmental and remedial training.*" This has occurred!

One of the primary results of the open door concept of admissions in the Washington community colleges has been the growing number of students who do not or just barely fulfill traditional entrance requirements. There are, in fact, estimates which suggest that between 35 and 50 percent of community college students need basic skills required for college level education. No current evidence suggests that this trend will soon change.

Philosophically it would appear that as educators we must be guided by the concept that equal access and equal opportunity to learn are more than tangentially related. Thus the premise underlying successful organizing and managing of basic skills and developmental education programs is concerned with both the promotion and provision of greater educational opportunity and quality rather than just getting more students into college.

A strong case may be made for claiming as fraudulent those systems that admit these students and then either fail, pass or frustrate them into withdrawal without seriously assisting them in identifying and meeting their learning needs.

On the other hand, we are aware that most community colleges in this state have fairly similar missions and that all have similar goals. Yet when the organizational structure of our various institutions is examined, tremendous variation becomes apparent.

From Seattle Central to Walla Walla our community colleges have initiated and implemented developmental/remedial courses and programs for the academically disadvantaged. We are all aware, however, and must continually be mindful that simply offering courses and programs will not necessarily solve the problem. The institution which really welcomes these students must clearly define its purpose to serve this population.

Morphet, Jeffer and Ludke indicate that a clear definition of purpose is basic to educational programs and planning. An organization will find it difficult to accomplish a purpose unless its policies and philosophy support that purpose. If causing learning to occur in the developmental student admitted through the open door has become one of the primary goals of an institution, then the policies, procedures and philosophy of that institution must be congruent.

Subscribing to this line of thought, two and a half years ago, when Bellevue Community College was analyzing and reorganizing its developmental education opportunities, services and instruction, the first task was to define for itself the general term "developmental education." The committee charged with the responsibility of accomplishing this task adopted the following definition: "*A systematic process of instruction and services designed to bring students to their fullest potential, included in the process are assessment, counseling, coursework and other support services.*"

This working definition was later clarified to include a listing of populations of students who were academically defidient or disadvantaged but potentially capable of learning skills or concepts taught in college programs.

The Learning Assistance Support System Project has adopted the following as a definition: Developmental education is a learning assistance support system for adult learners that gives attention to the fullest possible improvement of ability through the acquisition, development, remediation, maintenance and review of personal learning skills.

A further clarification of developmental education defines three areas:

1. The **achievement** of basic competencies in reading, writing, listening and speaking for ESL students, and mathematics.
2. The **preparation** for entry into academic or vocational programs. These include raising basic educational skills in reading, writing, mathematics and study skills which meet prerequisite needs that will insure successful performance from the beginning to the end of training.
3. The **assistance** with continuing basic skills and learning needs through tutoring and other services which support formal academic or vocational programs.

In order for institutional and public understanding of community colleges the Task Force on Organization and Management sees a need for instituting a public relations campaign. The process of sharing information cannot be overemphasized. No matter how representative an institutional policy making committee, timely and relevant information regarding change in policy, enhancement of educational philosophy and shifts in emphasis and resource utilization must be provided.

It is also of great importance to share on an institutional basis the evaluative results of any developmental program efforts. This is especially important during these days of severely dwindling resources. To be open for scrutiny, criticism and concern is as important as any accolades that might be directed toward developmental offerings. Programs, if they are to be funded, should validate the serving of learning needs, only for developmental students according to program definition and purpose, but also for those staff and faculty who are a part of the students' lives.

If, in fact, the community college is a response to the need to provide the common man with an education which would otherwise be denied, then this state's basic skills and developmental education programs and opportunities must be an integral part of this concept and need.

What Makes a Sound Basic Skills Education Program?

Philosophy

1. An explicitly stated developmental education philosophy leading to policy positions for public understanding.

Administration

2. Understanding, commitment and support from the chief executive officer of the college.
3. Horizontal accessibility of all academic and vocational programs by the designated developmental education manager/coordinator/director.
4. Responsibility for Adult Basic Education (ABE), General Equivalency Degree (GED), English as a Second Language (ESL), high school completion, tutoring and other basic skills assistance for preentry or instructional support by the developmental education manager/coordinator/director.

Funding

5. A student/faculty ratio of no more than 25:1.
6. Categorical funding for the developmental education program.

Assessment

7. A college entrance assessment system with specific basic skills diagnostic testing which screens students needing further basic skills education.

Instruction

8. A clear and explicit student attendance policy.
9. Flexible self paced learning opportunities that are based on mastery of learning concepts.
10. A plan for implementation of computer managed /computer assisted and computer recordkeeping systems.
11. A centralized location for basic skills, developmental and learning support services whenever possible.

Faculty

12. A basic skills instructional faculty, who have diversified backgrounds.
13. An active staff development plan which includes the involvement of all academic and vocational faculty relative to learning skills needs and teaching strategies for nontraditional students.

Support System

14. Direct and referral counselor assistance in assessment, crisis intervention, college/community resources and next-step educational or employment planning which recognizes both the cognitive and affective needs of students.
15. Initiation of a college developmental education /learning support Advisory Council that encourages program evluation, policy and goal directions, and the college's responsibility relative to meeting learning needs of developmental students.

Commitment and Funding

The dependence of American society on its community colleges is clearest in the college's basic skills function. Legislators and other public members who hold the purse strings in our nation are understandably tired of paying several times over for the teaching of reading, writing and computational skills. This knowledge should be acquired at the elementary and high school levels. Nevertheless, there remain multitudes of people who reach adulthood without learning basic literacy and computational skills during their primary and secondary years. Society has two options: it can continue to assist the nonliterate in skill development or it can toss them into the trash heap. Community colleges are institutions of last resort for many individuals and the services must be maintained.

Support must also be expressed for a close relationship with high schools. Establishment of proficiency exams prior to graduation will begin to solve problems for our younger citizens; however, there remains a great backlog of adults who must improve their skill deficiencies. These individuals will need educational basic skills assistance through the 1980s.

The state of Louisiana recently spent two years studying their needs in remedial education. They discovered that funds generated by developmental programs were not being reinvested back into the programs. Real institutional commitment to developmental education was not occurring. State support and institutional commitment are clearest when enrollment revenues are reinvested into basic skills programs established by soft money funding sources.

The Louisiana Task Force recommended that funding formula for developmental education be consistent with lower division undergraduate student support and that funds generated be spent on the program which produced the revenue.

The point to emphasize is that basic skills, developmental and learning assistance education be a top priority funding item. There must be local financial support. Institutions simply cannot skim the funds generated by these programs for other areas. Solid investment will yield increased retention and increase student enrollment for succeeding quarter.

Student-Faculty Ratios

Small class sizes contribute to a supportive learning environment, an essential component of any basic skills education program. Therefore, it is recommended that developmental education courses in English, reading, mathematics and study skills be limited to 25 students per class. Each class should be individualized using the systems mode of instruction with one instructor and one paraprofessional aide. Tutors and volunteers may also be used to help meet the individual needs of students. In all cases it is absolutely essential that the objectives of the course be clearly understood by the student. A course syllabus provides required structure.

Services

The services provided by a developmental program should include basic skills courses in writing, reading, speaking, listening, mathematics and study skills. In addition, the support components of an accessible tutorial program and counseling center is required to provide comprehensiveness for students entering the Washington community college system with skills inadequate to succeed in an academic or vocational program.

Although developmental programs will vary from institution to institution, the primary concerns of each must be that it meets the basic skills needs of the population and that it be well coordinated with the institutional divisions which it supports.

Objectives

The objectives of such a program are:

1. To provide a comprehensive, structured program to strengthen all basic skills necessary to succeed in college.
2. To provide skills courses which maximize academic and vocational success through small group instruction and individualized assistance.
3. To include the support services of counseling, tutoring and advising.

Placement of Students

A comprehensive, campus-wide entrance placement testing program is the primary tool for directing students to a skills program. Such an initial assessment should include an evaluation of students' English, reading and mathematics abilities. In addition, counselors and faculty should clearly communicate the necessity of courses so that underprepared students are directed to these classes.

The Program

English Instruction—English skills courses should emphasize writing proficiency. Placement of students in the developmental English skills class should be based upon the institution's placement tool. Satisfactory completion should be required for the student to progress to college level English courses.

Mathematics Instruction—Developmental mathematic, a course emphasizing basic mathematics concepts, should be based on the institution's placement tool and required of students who plan to enter a program which contains mathematics or science in its required curriculum. Satisfactory completion of developmental mathematics should be required for the student to advance to college level mathematics courses.

Academic Study Skills Instruction—This basic skills course is designed to help students develop the necessary study skills to succeed in college. This category should also include college orientation, career information, values clarification and an emphasis on goal setting and decision making.

Reading Instruction—Developmental reading should be required of all students who are enrolled in developmental English or who fail to achieve a level of reading proficiency deemed appropriate on an acceptable reading assessment tool.

Academic Competencies—Basic competency attainment should be the "raison de entre" of all basic skills coursework. The competencies to which an allegiance is subscribed is presented in the Appendix (page 37).

Advising and Counseling—Each student should be assigned an academic advisory and should be required to plan her/his academic program in conjunction with this advisor. In addition, each student should have access to a counseling center staffed to provide individual or group counseling.

Counselors may aid students by reviewing goals, commitments or attitudes while encouraging students to make their own decisions.

Tutorial Services—A tutorial program provides assistance for the students enrolled in the developmental studies courses but also becomes a supplement for students in any class through individual or small group assistance. Tutorial programs may employ student or peer tutors, qualified volunteer tutors, or 'professional' tutors. The tutoring coordinator should be responsible to each academic department to see that faculty take an active role in selection and supervision of tutors. Tutor training, be it formal or informal, should be the responsibility of the tutorial coordinator.

Students—When students are placed in one or more of the skills classes according to the entrance assessment, it is recommended that regular college level coursework be delayed and a re evaluation of skills be made before enrollment in regular college classes.

Student involvement is essential to basic skills and developmental education. Instructors should follow up on student absences to encourage students to return to class. Although laboratory courses may be open entry/open exit, it is emphasized that structure is still critical. Mandatory attendance in laboratory courses is recommended.

The grading system used for developmental courses should be consistent with the grading policy of the institution. Student evaluations should be requested so that programming and instruction can evolve to meet changing student needs. Because students transfer to other institutions, it is also recommended that institutions develop a uniform system for recognizing the completion of exit criteria.

Staff and Faculty Selection and Training

Staff and Faculty selection and training is critical to the success of any basic skills education program. For effective programs only instructors and support staff who are committed to this area of education should be allowed to teach and assist in the program. Each institution should select instructional staff based on their own philosophy of basic skills and developmental education.

Selection criteria for all program directors, instructors, aides, tutors and clerks should be clearly established. Paraprofessional aides should be compensated according to the state civil service classifications. For most developmental programs paid teaching aides should be classed as instructional technicians. Tutors should also be adequately compensated through either salaries or academic credit.

Since many college teachers lack professional training and experience in developmental education, ongoing training for faculty is very important. The training program should be well planned and should utilize, whenever possible, institutional and statewide resources.

A well developed staff/faculty training program should include:

1. Strong administrative support for well trained developmental education faculty and staff.
2. Activities and practices that are consistent with the institution's philosophy of basic skills education.
3. A director or coordinator who works with an advisory group to provide leadership.
4. A wide variety of activities:
   A. Orientation sessions for the institution's entire faculty in order to inform them and capture their interest.
   B. Workshops held regularly for faculty, aides and tutors who work with developmental students.
   C. Team visits to other institutions to review exemplary programs.
   D. Grants for staff to develop special projects.
   E. Travel to meetings, conferences and conventions.
   F. A professional development plan for each staff and faculty member.
5. Appropriate incentives and rewards.
6. Adequate funding.
7. Involvement with the institution's overall program evaluation.
8. Evaluation of training as part of overall program evaluation.

A developmental program should be administered by a director who will manage and supervise the operation as well as coordinate the various components and who reports to the academic dean. Additionally a lead instructor/coordinator for each academic area (reading, writing, math) should report to the appropriate college division.

Finally, the State Board for Community Colleges should provide a State Coordinator to assist colleges and faculty in their staff development needs.

Advisory Committee

A basic skills, developmental and learning assistance education advisory committee from the academic and vocational divisions as well as student support services should be established on each campus. This committee should review campus policies, procedures and impacts on these educational programs. The committee is responsible for encouraging the whole college to recognize that this educational service is the "hybrid" of the college in that it functions as an academic and student service-oriented unit. It is a vital link to all programs.

Administrative/Management Models

Similar to the realization that there is no one most appropriate teaching methodology or learning style is the reality that there is no one most appropriate way to organize and manage a developmental education program. Appropriateness is at best situational and at a minimum circumstantial. In reviewing a number of programs throughout the state this task force was impressed with the variety of models and management/organization systems serving as the basis for these models.

Every institution is different, utilizing a variety of methods to accomplish its goals. There are different administrative structures and decision-making apparati, varying levels of commitment to different learning issues, differences in program mix, and, most importantly, differences in addressing the concept of serving developmental students.

After considerable brainstorming and discussion the Task Force on Organization and Management feels that in spite of the aforementioned differences, there are a number of concepts that underlie what we would consider successful programs. On page 3 **What Makes a Sound Developmental Education Program?** lists 15 items. These ideas should be considered whether the basic skills program is itself a division, a program in a single division, or a program that operates interdisciplinarily across two or more divisions.

It is our firm belief that no successful program can exist without a serious consideration of a majority of the reviewed concepts in this section. These are the prerequisites that undergird any basic skills and developmental learning assistance organizational scheme. Organizational plans are important and are simply ways in which these concepts can fit into the realities of our various institutional reporting relationships.

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"Academic Competencies as Defined in New Project of College Board", **The Chronicle of Higher Education**, September 30, 1981

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Section II

Assessment In Developmental Education Programs

Section II

Assessment In Developmental Education Programs

Assessment and diagnostic activities exist on every community college campus. This section identifies current testing instruments in the areas of college entry, writing, reading, math, ESL and vocational screening. Comments on the effectiveness of the various tests were solicited through a survey with the results being included in the paper.

Conclusions and recommendations focus on the need for coordination, resources, policy and evaluation.

Assessment

Introduction

In these days of accountability, assessment plays an important role in new students' education. It is commonplace for the Washington community colleges to use assessment measures for placing students into various levels of writing and computational classes. Diagnostic measures are used to further identify specific deficiencies in reading, writing and mathematics. Students benefit because their class selections approximate their level of capability. This promotes a learning environment and strategy which enhances the potential for success.

This review of assessment and diagnostic measures in the community college system exposes the interest, variety and concern held by administrators and faculty. Every college has designated assessment instruments for determining both class placement levels and educational deficiencies.

Data for reviewing assessment was obtained through survey. Areas reviewed included college entry, reading, writing, mathematics, ESL, several vocational programs and an "other" category which focused on study skills, spelling, vocabulary and readiness to take GED tests.

In each area an analysis of responses is **presented**. It should be noted that some measures are listed in more than one section because one college may use the testing instrument for entrance while another may use it for specific diagnosis.

Last of all, the information in the **descriptive charts** is based only on those responses from the survey form. The cross-reference **matrix** contains a more comprehensive listing of tests. Discrepancy exists because some colleges did not respond to the initial survey sent in November, 1982. The survey developed the more complete **descriptive charts** with the comments relating to the purpose of the test, who the test is for and its effectiveness.

Limitations

Even though the Task Force on Assessment attempted to obtain comprehensive information, the data is limited to those colleges that participated and limited by the amount of information provided by each college. Some community colleges responded with detailed information while others provided only sketchy reviews. Some departments or divisions within a college provided more information than others. Therefore, the conclusions and recommendations will be limited to a review of the information obtained.

This section is also limited by its intent. Because the survey sought information only on entry, diagnostic and vocational assessment resources, several important assessment areas will not be mentioned. Personality inventories as well as assessment of learning styles, life skills and careers are not included. Testing for waivers and course credit equivalencies are not addressed. Although ESL, ABE, GED and high school completion tests are mentioned by some colleges, this report does not give an accurate review of testing done in these areas. Moreover, information is not provided on academic or classroom testing procedures used in Washington community colleges.

Finally information on comprehensive and complete assessment strategies is not available. The question was asked but this vital information did not surface through the information collection technique.

College Entrance Placement Tests

Seventeen community colleges indicated that general entry placement tests are used to assess student academic skills. Ten colleges reported two or more tests are evaluated for placing individuals in English, mathematics and reading courses.

A listing of tests include:

Entry Test	Community Colleges
Washington Pre College Test	14
Comparative Guidance and Placement Test	9
Self Assessment Instruments	6
Scholastic Aptitude Test	6
American College Test	6
General Aptitude Test Battery	2
Clark College Placement	1

Nine colleges provide statements of test effectiveness. Their statements range from very effective to questionable. However, the tests generally appear to be meeting the intended purposes.

Review of Entry Placement Tests

College	Test	Purpose and/or Population	Effectiveness
Bellevue	Comparative Guidance and Placement	Assess all new students entering reading lab.	OK for gross placement. Often gives unrealistic "parallel" scores in reading and comprehension.
Centralia	Washington Pre College	Placement of new students in English, math, reading.	An indicator of success. Effective for placement.
	Comparative Guidance and Placement	Placement of new students in English, math, reading.	Good to sort out those who need developmental courses.
	Scholastic Aptitude Test	Placement of new students in English, math, reading.	Good to sort out those who need developmental courses.
	American College Test	Placement of new students in reading and writing.	Good to sort out those who need develomental courses.
Ft. Steilacoom	Comparative Guidance and Placement	Assesses new students for reading and writing.	Questionable.
Olympia Technical	Comparative Guidance and Placement	All new students for placement in math.	Very effective.
Skagit Valley	Community College Assessment Program	Placement of all AA, Electronics, nursing, office occupations, civil tech, and human services students in math, English and reading.	Too early to tell.
Spokane Community	General Aptitude Test Battery	Given to post high students.	Good for some. Others don't follow suggestions. Progbably will stop using test as it is becoming more bureaucratic. Looking for something else.
Tacoma	Comparative Guidance and Placement	Placement in English. Given to as many students as possible who register.	Works well in conjuncation with reading scores on Nelson Denny Test.
	Washington Pre College	Placement in English. Given to as many students as possible who register.	Works well in conjuncation with reading scores on Nelson Denny Test.
	Self Assessment Measurement	----------	----------
Walla Walla	Comparative Guidance and Placement	Placement of vocational students.	Gives some diagnostic information on comprehension skills.
Yakima Valley	Community College Assessment Program	Given to all entering students without Washington Pre College scores.	Is a new program and its effectiveness will be determined at the end of the year (1983).

Assessment Reference Chart
College Entrance Tests

	Bellevue	Big Bend	Centralia	Clark	Columbia Basin	District 17	Edmonds	Everett	Fort Steilacoom	Grays Harbor	Green River	Highline	Lower Columbia	North Seattle	Olympia Tech	Olympic	Peninsula	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane Falls	Spokane	Tacoma	Walla Walla	Wenatchee	Whatcom	Yakima Valley
Washington Pre-College Test	■	■	■	■			■				■	■		■			■	■	■	■				■				■
Comprehensive Guidance & Placement	■		■						■						■		■	■						■	■		■	
Scholastic Aptitude Test	■		■	■							■						■											■
General Aptitude Test Battery																							■	■				
Community College Assessment Program																				■								■
Self Assessment Measures																		■		■				■	■		■	■
Clark College Placement				■																								
American College Test	■		■								■						■								■			■

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Writing and English Tests

All community colleges are using one or more of the 25 tests listed to assess new students' writing skills. Results from testing are used for three purposes: for placement in appropriate courses; for diagnostic analysis; and for pre-/post-test evaluation. The types of tests range from standardized forms (Comparative Guidance and Placement) and writing samples to "in-house" mastery tests.

A listing of tests include:

Writing and English Tests	Community Colleges
Writing Sample / "In-house" Assessment Tools	21
Comparative Guidance and Placement	8
Nelson Denny Reading Test	8
Washington Pre College Test	8
Wide Range Achievement Test	5
Basic English Grammar Test	3
English 3200	3
McGraw-Hill Basic Skills Writing Test (B)	3
Community College Assessment Program	2
College English Placement Test	2
Cooperative English Placement Test	2
Individualized English—Set J	2
Iowa Test of Educational Development #3	2
Learning Our Language-Book I Mastery Test	1
Learning Our Language-Book II Test	1
Pre-Test: Gold and Green Book	2
Relevance of Patterns	2
Scholastic Aptitude Test	2
Test of Adult Basic Education (TABE)	2
American College Test	1
Follett and Company: Pre GED	1
Pre-Test: Help Yourself Testbook	1
Random House	1
Test for Standard Written English	1
Langan's Sentence Skills Diagnostic Test	1

Seventeen colleges provide statements regarding test effectiveness. Their statements ranged from "still a bit early to tell" to "great for individualized writing program." The comments on the effectiveness of the plethora of tests ranges from "questionable" to "excellent."

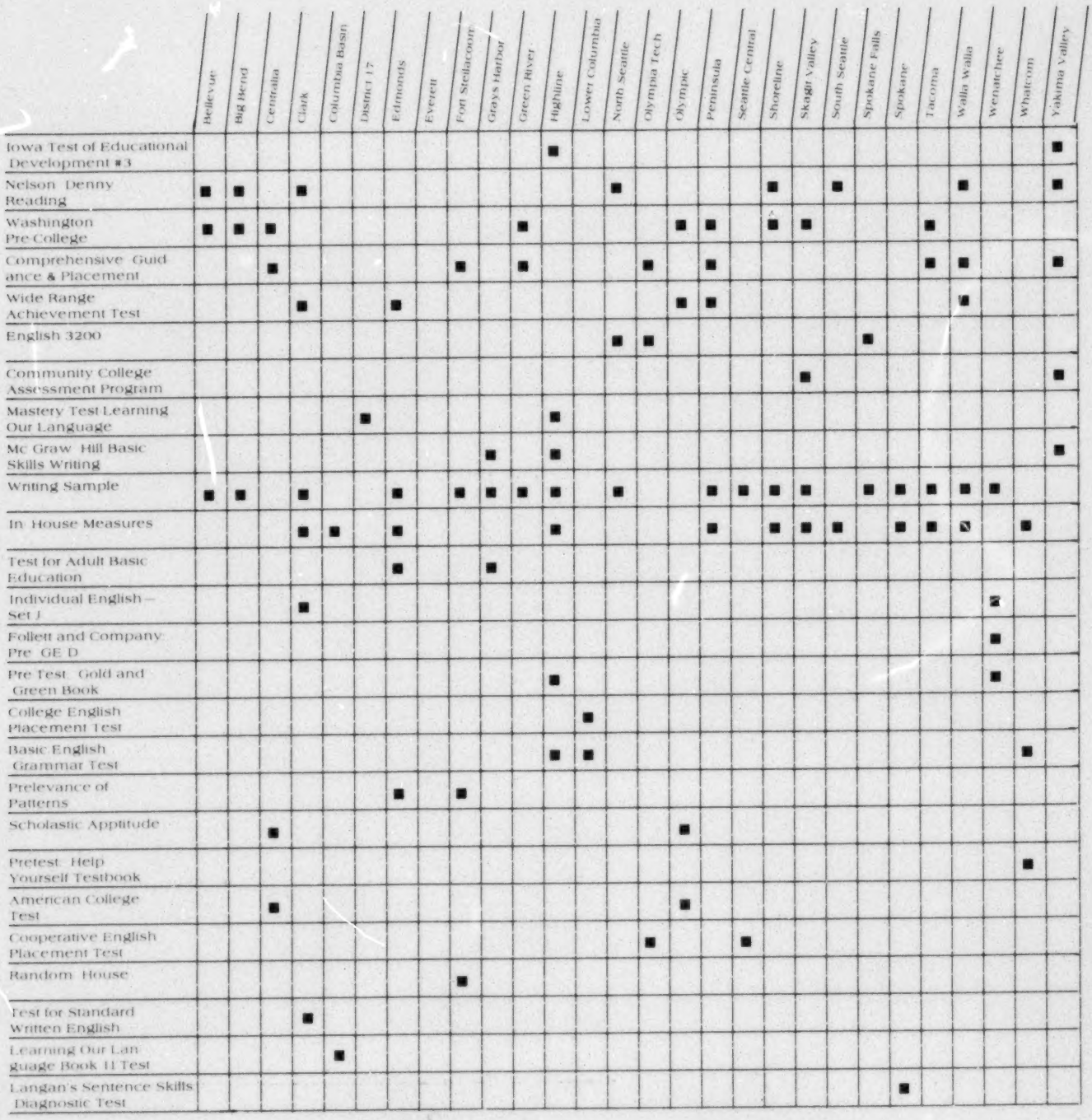
Review of Writing and English Tests

College	Test	Purpose and/or Population	Effectiveness
Big Bend	Nelson Denny Reading	Rough placement instrument into English classes. Given to new academic students.	OK as a rough placement instrument.
Centralia	Washington Pre-College	Placement of new students into English classes.	Effective in placement of new students.
	Comparative Guidance and Placement	Placement of new students into English classes.	Effective in placement of new students.
	Scholastic Aptitude Test	Placement of new students into English classes.	Effective in placement of new students.
Columbia Basin	In-House Instrument	Identification of students' weaknesses. Personal program can then be designed.	Great for individualized writing program.
District 17	Learning Our Language Book I-Mastery Test	Pre- and post-test in basic writing classes.	Great for identifying what students need to know at the beginning of each quarter.
	Learning Our Language Book II-test	Pre-test for GED students.	Excellent for GED readiness.
Ft. Steilacoom	Relevance of Patterns	Identifies student programs in an individualized setting.	Effective.
	Comparative Guidance and Placement	Places students who intend to take English classes.	Questionable.
Grays Harbor	McGraw-Hill Basic Writing Test (B)	Placement of students into English classes.	Identification of sentence patterns is appropriate to course levels. Accurate for placement in College Writing. Less accurate for developmental levels of English. Doesn't test writing ability.
	Test of Adult Basic Education	Placement of students into classes for pre/post-tests.	OK. Accurate and easy to score.
	Writing Samples	Diagnostic.	OK.

Review of Writing & English Tests (continued)

Highline	Writing Skills Test (in house)	Placement of students within D.S. writing courses or writing lab.	Still a bit early to tell but seems to be working well.
	Writing Sample	Placement of students within D.S. writing courses or writing lab.	Still a bit early to tell but seems to be working well.
	Iowa Test of Educational Development, Test 3 (Correctness of Expression)	For entry of new students into English 101	Good for placement purposes to see if students are ready for English 101.
Lower Columbia	College English Placement Test	Given to all students enrolling in the composition 101-103 sequence.	OK. English Department does place students into classes on basis of writing competence. They use this test for screening.
	College English Placement Test	Given to all students enrolling in the composition 101-103 sequence.	OK. English Department does place students into classes on basis of writing competence. They use this test for screening.
	Basic English Grammar	Criterion referenced.	Very effective. Identifies specific skills, deficits.
Olympic Tech	Pre-test from English 3200	Given to all Developmental Studies students for determining English class needs.	Quite effective. Also working on a writing sample.
	Comparative Guidance and Placement-Writing	Placement of students in Developmental English.	Not effective.
Olympic	Wide Range Achievement Test-Level II	Refers students to English department.	Limited.
Skagit Valley	Community College Assessment Program	Placement of students into English classes.	Too early to tell.
Spokane Comunity	Writing Sample	Refers students to correct level of writing program.	Very satisfactory.
	In-House Usage Pre-Test	Refers students to correct level of writing program.	Very satisfactory.
Spokane Falls	Essay, holistically scored on point scale.	Given to all students enrolled in Writing 101.	Identifies weak writers very well. Needs to be administered before students enroll in 101.
Tacoma	Washigton Pre-College Test	Places students in English courses.	Works well within some scores on Nelson-Denny Reading Test.
	Comparative Guidance and Placement Test	Places students in English courses.	Works well within some scores on Nelson-Denny Reading Test.
Wenatchee Valley	Individualized English Set J	Pinpoints problem areas of English. Places students into English materials. Used for ABE, GED and HS Completion students.	Excellent in areas of grammar.
	Follett & Company Pre-GED	Pinpoints problem areas of English. Places students into English materials. Used for ABE, GED and HS Completion students.	
	Pre-test of Gold Book and Green Book	Pre and post-test for placement, review and testing.	

Assessment Reference Chart
Writing/English Tests



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Reading — Twenty-four programs report the use of one or more of the 34 listed reading assessments. Effectiveness of the reading measurements vary according to the purposes for which they are used. It should be stated that it may be necessary to determine the reason for testing reading skills before an effective and appropriate test is determined. Several colleges responded that a trial and error process may be necessary before appropriate tests are discovered for specific needs.

Breakdown of types and usage follows:

Reading Tests	Community Colleges
Nelson Denny Reading Test	16
Informal Reading Inventorie	11
GED English Pre Test	8
Reading for Understanding	8
Slosson Oral Reading Test	6
Wide Range Achievement Test	6
In-house Test	5
Nelson Reading Test	5
Stanford Diagnostic	5
Reading Progress Scale	4
Science Research Associates	5
English Reading Test for ESL Speakers	3
McGraw-Hill Reading and Study Skills	3
Test of Adult Basic Education	4
California Achievement	2
Cloze	2
Descriptive Test of Language Skills	2
Dyslexia Determination Test	2
Gates-McGinite	2
Specific Language Disabilities Test	2
SRA Reading Inventory	2
Stanford Brown	2
AVT Learning Systems in Reading	1
Botel Word Opposites	1
California Reading Test: Levels 1, 2 & 3	1
Corrective Reading Program Placement Tests	1
EDL Reading Efficiency Check	1
Iowa Basic Skills	1
READ	1
Reader's Inventory	1
Spache & Taylor	1
Steck-Vaughn Mastery	1
Woodcock-Silvanoli Internal Reding Inventory	1
Britter Informal	1

The "Nelson Denny Reading Test" is being used for a variety of purposes. Most colleges use the test as a rough placement tool to place students into reading classes or programs. Its versatility allows the results to be useful because the raw scores can be converted into grade equivalencies, stannies and percentiles. It also may be used for limited diagnosis because it measures reading rate, reading comprehension and vocabulary. It should be mentioned, however that the questions are not coded into specific comprehension areas. Forms E and F, however, do have an item analysis for vocabulary and comprehension but it is time consuming to identify the weak areas. Finally it may be used for a pre and post-test since there are several forms available.

Summarizing, college reading staffs feel that this instrument is effective as a gross placement measurement.

Even though 10 colleges use the Comparative Guidance and Placement Test, there seems to be discontent. Its use to assess students coming into reading labs and for placement into developmental and English classes is matched by statements that it "gives unrealistic parallel scores" and that it is "ineffective."

A mixed reaction is given to the "Reading for Understanding" measurement. Comments ranged from "OK for general placement" and "very effective" to "often inaccurate." It may be used for pre and post-testing.

The "Wide Range Achievement Test" is used for several reasons: diagnosis program placement and assistance in identifying which level of the Gates-McGinite to be given.

Other tests are used to assist in approximating reading levels of students and are reported by individual colleges to be successful.

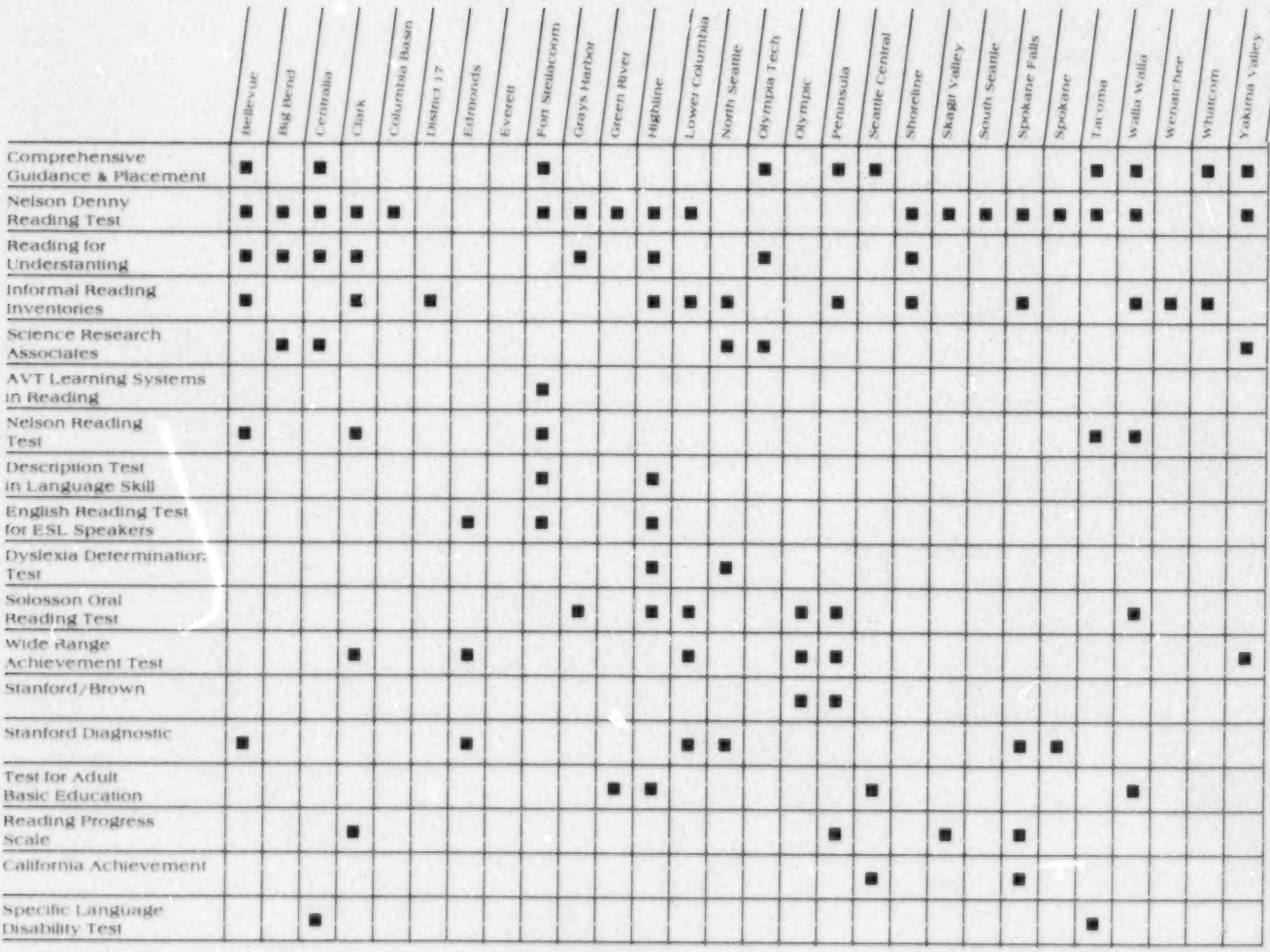
Review of Reading Tests

College	Tests	Purpose and/or Population	Effectiveness
Big Bend	Nelson Denny (C & D)	New students wanting to complete English requirements	OK as a rough placement instrument
	Reading for Understanding	Placement in lab materials	OK for general placement. Inaccurate for diagnosis
	Science Research Associated	Pre and post test in reading courses	Very effective and reliable. Easy to use
Bellevue	Comparative Guidance and Placement Test-Reading	Assesses new student into reading lab	Give unrealistic "parallel" scores
	Nelson Denny Reading Test	Backup to CGP. Pre & post test and some diagnosis	Very effective
	Gages McGinite	Occasional pre & post test	OK
	Informal Reading Inventory	Backup for CGP for lower level students	Very effective
Centralia	Nelson Denny (A, B, C & D)	All students wishing to take reading courses	Serves our purpose well
	Reading for Understanding	Placement within RFU and SRA kits	----------
	Science Research Associated	Placement within RFU and SRA kits	----------
Clark	Nelson Reading Test (A & B)	Assess students enrolled in developmental education and ESL classes	OK for broad measures. More specific assessment is done with "88 Passages" and "100 Passages"
	Nelson Denny Reading (E & F)	Assess students enrolled in developmental education and ESL classes	OK for broad measures. More specific assessment is done with "800 Passages" and "100 Passages"
Columbia Basin	Nelson Denny (A, B, C & D)	Assesses students who are enrolled in reading and voc. classes. For pre and post-tests	OK for initial placement in maths
District #17	Nelson Reading Test	Assess incoming ABE and GED students on those below 8 on CGP	Excellent
	Specific Language Disability Test	Sports LD students	OK but not normed
Ft. Steilacoom	AVT Learning Systems in Reading	Given to HS completion and Learning Assistance students	Excellent
	Nelson Reading Test	Given to low ability students and some ESL students	Very effective
	Nelson Denny Reading Test	Assessment new students and refers them to reading and English classes	----------
	Comparative Guidance and Placement Test Reading	Assessment new students and refers them to reading and English classes	----------
Lower Columbia	Nelson Denny (C,D, E & F)	Given to all students taking composition sequence & students referred by faculty	Good for predicting who will have trouble in normal college curriculum. Norm referenced
	Gates McGinite (D, E, F 1 &2)	Self referrals used for placing into reading courses	Norm referenced. Vocabulary section not good. Does not promote voc. educ. in context
	Slosson Oral Reading	Helps identify level of Gates McGinite	OK
	Wide Range Achievement Test	Helps identify level of Gates McGinite	OK
	Silvaroli	Diagnostic	OK
	John's Basic IRI	Diagnostic	OK
	Stanford Diagnostic	Diagnostic	OK
Grays Harbor	Nelson Denny (B)	Given to most all entering students for placement in reading courses	Accurate placement instrument. Grad. levels correlate to readability of tests. Context of reading passages not appropriate for college students
	Test of Adult Basic Education	Places students in classes and pre and post tests	Accurate. Easy to score. Low stress for students
	Slosson	Used in class for placement	OK -- Varies
	Reading for Understanding	Used in class for placement	OK -- Varies
	Cloze Reader's Inventory	Used in class for placement	OK -- Varies
	Spache and Taylor	Used in class for placement	OK -- Varies
	McGraw-Hill Basic Reading System Reading & Study Skills	Used in class for placement	OK -- Varies

Review of Reading Tests (continued)

Highline	Descriptive Test of Language Skills (Form A)	Given to new students who request it for placement in reading courses. (Counseling Center administers.)	OK as a gross measure of reading skills. Quite good for placement.
	Nelson Denny (C, D, E, F)	Pre and post test in Textbook Reading course and lab course (native speakers only).	Very effective.
	Reading for Understanding (General 2.3)	Pre/post tests and placement in ESL in programs in reading lab.	Very effective.
	An English Reading Test (for speakers of English as a Foreign Language)	Pre/post tests and placement in ESL in programs in reading lab.	Very effective, no grad equivalence, but scores can be estimated in approx. grade level.
	Slosson (Oral Reading Test)	Used occasionally for fast assessment in reading lab.	OK, but only for word recognition.
	Informal Reading Inventory (oral reading from Durrell Diagnostic Test)	Used as a quick measure of student's reading level in reading lab.	Great for quick assessment and for oral miscues.
	Dyslexia Determination Test	Diagnostic purpose of remedial reading students.	Just got it. Looks promising for diagnostic purposes on a 1-1 basis in reading lab.
	In house paragraph and 4 questions (this is a self assessment measure that is available to students in advising, counseling and other campus offices.)	A fast measure for students to see if they need a reading course or need further reading testing.	OK, but only for its purpose.
Olympic Tech.	SRA	Given to all students enrolled in reading and study skills.	Seems to work well as a quick measure.
	Reading for Understanding (Senior)	Given to all students enrolled in reading and study skills.	Seems to work well as a quick measure.
	CGP Reading	Placement of students in reading classes.	Not effective.
Olympic	Wide Range Achievement Test Level II	Given to new functional reading students for placement within the program.	----------
	Slosson (Oral Reading)	Given to new functional reading students for placement within the program.	----------
	Corrective Reading Program Placement Test	Given to new functional reading students for placement within the program.	----------
	Stanford Brown Test	Given to reading and GED students.	Good comprehension on check.
Skagit Valley	Reading Progress Scale (Revere Publications)	For placement of students in reading materials and programs.	
	SRC Reading Inventory	For placement in GED.	Not used often because it is timed. Also does not give as accrate information as Basic Reading Inventory.
Spokane Community	Stanford Diagnostic Reading Test (A, B)	Given to Learning Center students.	Good to get approximate reading level of students.
Spokane Falls	Reading Progress Scale	All students enrolling in communications Learning Center.	Excellent for identifying low ability readers.
	Stanford Diagnostic	All students enrolling in communications Learning Center.	Very effective.
	Nelson Denny	----------	Not effective.
	California Achievement	----------	Very efective.
Tacoma	Nelson Reading Test	Assesses new ABE and GED students or those below 8 on SGP.	Excellent.
	Specific Language Disability Test	To spot LD students.	OK, but not normed.
Walla Walla	Slosson Oral Reading Test	All entering reading and study skills students.	----------
	Follett Informal Reading Placement Inventory (oral)	Diagnostic purposes and pre/post tests.	OK, some questions need revision to eliminate yes and no questions.
	Britton Adult IRI (oral)	Diagnostic purposes and pre/post tests.	OK, seems to miss main ideas questions.
	EDL Reading Efficiency Check	Pre/post tests.	Very effective for comprehension check.
	CGP	Given to vocational studentsto see if they need a reading class.	Gives some diagnosis.

Assessment Reference Chart
Reading Tests



Assessment Reference Chart
Reading Tests (continued)

	Bellevue	Big Bend	Centralia	Clark	Columbia Basin	District 17	Edmonds	Everett	Fort Steilacoom	Grays Harbor	Green River	Highline	Lower Columbia	North Seattle	Olympia Tech	Olympic	Peninsula	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane Falls	Spokane	Tacoma	Walla Walla	Wenatchee	Whatcom	Yakima Valley
EDL Reading Efficiency Check																									■			
Iowa Basic Skills																												■
Reader's Inventory										■																		
McGraw Hill Reading & Study Skills				■						■																	■	
SRA Reading Inventory	■																									■		
Steck Vauhn Mastery																					■							
GED English Pre Test				■										■		■	■	■			■			■	■			
Gates McGinite	■												■															
Spache & Taylor										■																		
Cloze										■		■																
Corrective Reading Program Placement Test																■												
In House Measures			■	■								■		■						■								
Washington Pre College Test			■																									
READ																											■	
Britton Informal																											■	
Woodcock Silvanoli Internal Reading Inventory				■																								
California Reading Test Level 1, 2, 3																		■										
Botel Word Opposites																											■	

Mathematics Tests

Among the 25 colleges and districts reporting there are thirty different mathematics tests used for purposes of diagnosis and/or placement. These tests are either given to all entering college students or to developmental mathematics students.

The tests include:

Math Tests	Community Colleges
In-house Tests	12
Washington Pre College Test	10
Comparative Guidance and Placement	9
Official GED Practice Test	7
American College Test	6
Scholastic Aptitude Test	6
Wide Range Achievement Test	6
Steck-Vaughn Test	5
Math Placement Tests	4
Test of Adult Basic Education	4
Basic Skills in Arithmetic	4
Working with Numbers	3
Cooperative Math Test-Algebra I,II,III	2
Spangler Arithmetic Essentials Pre Test	2
Steck-Vaughn Fundamentals of Arithmetic	2
Science Research Associates-Diagnosis	2
Arithmetic: The Essentials	1
AVT Learning Systems Diagnostic Tests	1
Basic Skills With Whole Numbers	1
Basic Facts	1
Community College Assessment	1
College Board in Arithmetic	1
Iowa Basic Skills Test	1
Lankton Blyth	1
Math Association of America	1
McGraw-Hill Math Test	1
Metropolitan Achievement	2
Noonan Spradley	1
Science Research Associates Probe M & L	1
PCSP	1

In the summary which follows the tests have been rearranged according to their use followed by statements of their effectiveness. The reporting college is listed. It is anticipated that this list may be an easy reference for individuals wishing to review unfamiliar testing materials.

General College Population Mathematics Tests

Very Effective Tests	College
In-house	Big Bend
AVT Learning Systems Diagnosis	Fort Steilacoom
McGraw-Hill Basic Skills Math	Grays Harbor
Cooperative Mathematics—Algebra I,II,III	Highline
Cooperative Guidance and Placement Applied Arithmetic Computation	Olympia Technical
Steck Vaughn Basic Essentials of Math, Parts I and II	District #17

Moderately Effective Tests	College
Math Association of America Tests Sk/IB, BA/IC, CR/IB	Fort Steilacoom
Basic Skills Test, Form A	North Seattle
Wide Range Achievement Test Level I, Level II	Olympic
Cooperative Guidance and Placement-All Levels	Tacoma

Qualified Effective Tests	College
Washington Pre College	Centralia
Cooperative Guidance and Placement-All Levels	Centralia
Scholastic Aptitude Test	Centralia
American College Test	Centralia
Lankton Blyth	North Seattle
Arithmetic: The Essentials	Olympic Technical
Cooperative Guidance and Placement-Applied Arithmetic-Computation	Yakima Valley
Cooperative Guidance and Placement-Elementary Algebra	Yakima Valley

Developmental Program Mathematics Tests
Used for Developmental Students Only

Very Effective Tests	College
Official GED Practice Tests Math, Forms A, B	Olympic
Haidl's Pre Test (In-house)	Spokane
College Board in Arithmetic Arithmetic Test	Spokane
Basic Facts Test for Add., Subtract, Multiply and Divide	Tacoma
Working with Numbers Mastery Test I & II	Wenatchee Valley
Metropolitan Achievement Tests	Wenatchee Valley
Basic Skills Diagnostic Test	Whatcom
Steck-Vaughn Math Mastery Review	Yakima Valley
Wide Range Achievement Test	Yakima Valley
Iowa Basic Skills Test (Forms 5 & 6)	Yakima Valley

Moderately Effective Tests	College
In-house	Columbia Basin
Steck-Vaughn Mastery Tests	Grays Harbor
Test of Adult Basic Education	Grays Harbor
Noonan Spradley Diagnostic Program Computation Skills	Olympic Technical
College Board in Arithmetic Elem. Alg., Inter. Alg.	Spokane
Working With Numbers Test	Tacoma
Test of Adult Basic Education	District #17
Steck-Vaughn Placement Survey	District #17

Tests Having No Effective Rank	College
SRA Probe M & Probe L	Tacoma
PCSP Pre Test - Basic Skills With Whole Numbers	Tacoma
SRA Diagnosis (Forms A & B)	Tacoma
Community College Assessment Program	Skagit Valley

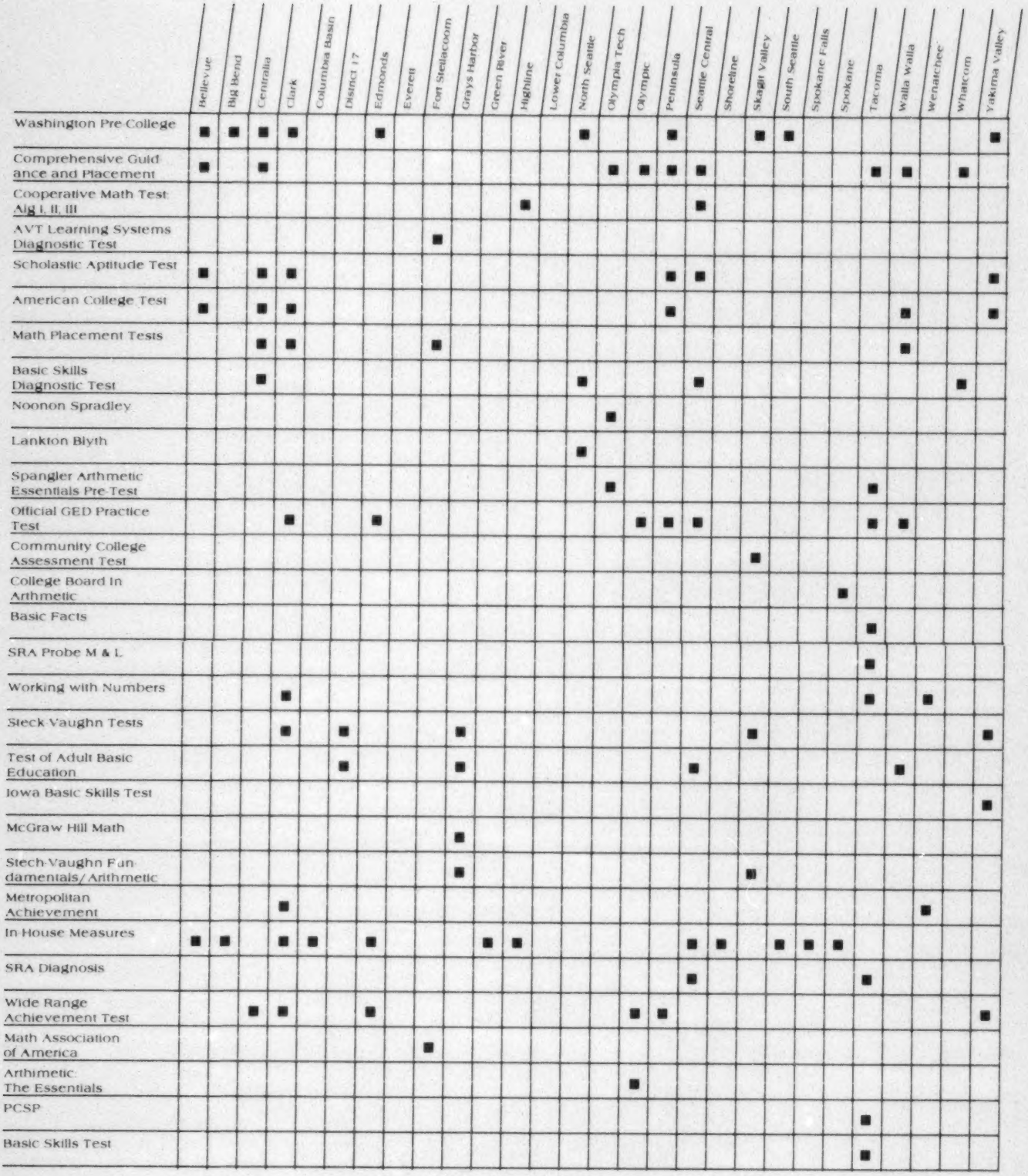
Review of Mathematics Tests

College	Tests	Purposes and/or Population	Effectiveness
Big Bend	In-House Diagnostic and Placement Test	Placement in math classes and programs in lab.	Very effective.
Centralia	Washington Pre-College Test	For placement in math classes in conjunction with previous math classes and grades.	Not perfect, but overall, OK.
	CGP	For placement in math classes in conjunction with previous math classes and grades.	Not perfect, but overall, OK.
	Scholastic Aptitude Test	For placement in math classes in conjunction with previous math classes and grades.	Not perfect, but overall, OK.
	ACT	For placement in math classes in conjunction with previous math classes and grades.	Not perfect, but overall, OK.
Columbia Basin	In-House Test	For placement in Dev. Math classes.	Works OK.
Ft. Steilacoom	AVT Learning Systems Diagnostic Test	All HS students & referral students from acctg. instructors.	Excellent. Pinpionts strengths/weaknesses of students.
	Math Placement Tests (Math. Assoc. of America) SK/1B, BA/10, CR/1B.	Given new students who intend to take math.	Math dept. seems pleased with recommendations.
Highline	Cooperative Mathematics Test, Algebra I, II, III.	Given students having some algebra and wish to continue for placement into math classes.	Very effective. Data taken over years supportive.
North Seattle	Basic Skills Test Form A	All students who want to take algebra.	Good.
	Lankton/Blyth (also use WPC test scores if available)	All students taking math.	OK.
Olympic Technical	Noonan-Spradley Diagnostic Program of Computation Skills.	All developmental math students.	Good. Pinpoints week areas but too long and not many story problems.
	Pre-test from Spangler's Arithmetic: The Essentials.	For diagnosis.	Good test but too long. Pinpoints weaknesses.
	CGP Math and the Applied Arithmetic Computation	All entering students for placemnt in math.	Very effective.
Olympic	WRAT-Level I and Level II	All functional math students. Some GED students.	Good for general placement purposes.
	Official GED Practice Test Math, Form A, B	Check skill levels of GED students.	Very effective.
Skagit Valley	Community College Assessment Test	Determine if incoming students need Dev. classes.	Too early to tell.
Spokane	Haldi's Pretest (in house test)	Assess basic math/alementary algebra students.	Very effective.
	College Board Tests - Arithmetic, Elem. Algebra, Int. Algebra	Used in Learning Center at request of counselors/instructors.	OK. Arithmetic test very effective.
Tacoma	CGP	Indicator of math knowledge of all full-time new students.	Good as partial indicator.
	Basic Facts Test for addition, subtraction, multiplication, divsion	To assess all ABE/GED students.	Very good if kept to five minute timing.
	SRA Probe M & L	Diagnosis	----------
	PCSP Tre-tests	Diagnosis	----------
	Basic Skills Tests with Whole Numbers	Diagnosis	----------
	SRA Diagnosis (Form A or B)	Pre/post test per reading level for placement of students in materials.	----------
	Working With Numbers Test	Assess GED prep. class.	OK.

Review of Mathematics Tests (continued)

District #17	Steck Vaughn Basic Essentials of Math Part I	Testing, math placement for incoming students.	Excellent.
	Basic Essentials Math Part II	Post-test.	Very effective.
	Test of Adult Basic Education	Pre/post placement of GED/ABE students.	OK.
	Steck Vaughn Placement Survey	Pre/post placement test for GED students.	OK.
Yakima Valley	Steck Vaughn Math Mastery Review	Diagnosis of ABE students.	Very effective.
	WRAT (Math) Wide-Range Achievement Test	Diagnosis of ABE students.	Very effective.
	Applied Arithmetic Placement Test/CGP	Placement for students not have had math in some time.	Subjective.
	Computation Placement Test of CGP	Placement for students with no algebra background.	OK for placement. Excellent for finding weak spots.
	Elementary Algebra Placement Test/CGP	Placement of students with some algebra.	Directions difficult to follow.
	Iowa Basic Skills Test (Forms 5 & 6)	Given to incoming ABE students.	Good for placement in our ABE materials.
Grays Harbor	McGraw Hill Basic Skills Math Test	Placement of students into math classes.	Accurate predictor of success in various levels. Power test.
	Test of Adult Basic Education	Pre/post test.	OK. Accurate and easy to score.
	Steck Vaughn Mastery Test	Placement of students into materials.	OK. Fairly accurate.
	Working with Numbers. Fundamentals of Arithmetic Series		
Wenatchee Valley	Working with Numbers Mastery	Placement of students into materials.	Excellent for placement/ follow up re-testing.
	Metropolitan Achievement Tests	Diagnosis	Very effective for pinpointing areas needing review.
Whatcom	Basic Skills Diagnostic Test	Given to pre-college basic arithmetic students.	Quite useful.

Assessment Reference Chart
Mathematics Tests



ESL (English as a Second Language) Tests

A variety of ESL measurements are used for placement, for diagnosis and for pre and post testing. Fifteen measurements were identified in sixteen colleges.

The most frequently used tests include the Test of Adult Basic Education (TABE), the Comprehensive English Language Test (CELT), the Michigan Test of English Language Proficiency and the English Reading Test for ESL Speakers.

A breakdown of the types and usage follows:

ESL Tests	Community Colleges
Michigan Test of English Proficiency	9
English Reading Test for ESL Speakers	5
Comprehensive English Language Test (CELT)	4
ESL Oral Assessment	4
Nelson Denny	3
Structure Test of English Language (STEL)	3
ILLYON	2
In-house Literacy Tests	2
Reading for Understanding	2
Test for Adult Basic Education	3
Davis	1
English Proficiency	1
TOEFL	1
Writing Sample	1

The respondents to the survey indicated some dissatisfaction with the current ESL tests. They stated that finding "the ideal test" which provides sufficient information for determining the levels of language proficiency is difficult. There is room for improvement in the measurements.

Review of English as a Second Language

College	Tests	Purposes and/or Population	Effectiveness
Big Bend	Test of Adult Basic Education	All incoming ESL students.	Generally effective. Easy to score. Cumbersome to administer.
Clark	Nelson Denny Reading Test (Form E and F)	Place ESL students in Dev. Educ. courses.	Good.
	Nelson Reading Test (Form E and F)	Place ESL students in Voc. Educ. courses.	Good.
Edmonds	CELT-Grammer SA (Comprehensive Engl. Lang. Test)	To assess those requesting ESL courses.	Good for placement in ESL courses.
	STEL (Structure Test of English Language)	Given to refugees only.	Good as gross measure to divide students into subgroups.
Highline	CELT4Vocabulary)	Pre/post test in Dev. Voc. courses, mostly Asian students, placement.	Good.
	Michigan Test of English Language Proficiency	SL and Writing placement classes.	OK. Seems to work.
	Reading for Understanding (General)	Pre/post test of ESL students in basic reading.	Good.
	English Reading TEst for ESL Speakers	Pre/post test and placement of ESL students in reading lab materials.	Excellent for matls. identification.
Spokane	English Reading Test for ESL Speakers	Placement of ESL students in all but vocational programs.	Not too satisfactory.
	Michigan Test	For student enrollment in 100 level classes.	Not effective.
Walla Walla	English Reading Test	Pre/post test for ESL, acad. and voc. students.	----------
	Structure Test of Eng. Lang. Forms 1, 2, Beg, Int., Adv.	Given to incoming ESL students who can read.	OK.
	Illyon Oral Interview	Given ESL students enrolled in vocational programs.	----------
	ESL Oral Assessment	To determine course level for ESL students.	----------
District #17	English Proficiency Test (Form B)	To assess ESL students on grammar.	Good for measuring grammar skills only. No grade equivalency.
	English Proficiency Test (Form C)	Pre/post test for grammar materials placement.	Very effective.
	English Reading Test	Placement in reading materials.	Very effective.
Yakima Valley	Illyon Test for ESL	Diagnosis/placement.	OK.

Assessment Reference Chart
English as a Second Language Tests

	Bellevue	Big Bend	Centralia	Clark	Columbia Basin	District 17	Edmonds	Everett	Fort Steilacoom	Grays Harbor	Green River	Highline	Lower Columbia	North Seattle	Olympia Tech	Olympic	Peninsula	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane Falls	Spokane	Tacoma	Walla Walla	Wenatchee	Whatcom	Yakima Valley
Test of Adult Basic Education		■									■														■			
Nelson Denny	■			■																					■			
Comprehensive English Language Test							■					■		■					■									
Structure Test of English Language			■				■																		■			
ILLYON																									■			■
English Proficiency						■																						
Michigan Test of English Proficiency												■		■			■	■			■		■	■	■			■
English Reading Test for ESL Speakers						■						■						■					■		■			
Nelson Reading Test	■			■																					■			
Reading for Understanding	■											■																
ESL Oral Assessment						■								■				■							■			
Writing Sample		■																										
TOEFL																			■									
Davis	■																											
In-House Literacy Tests						■												■										

Vocational Assessment Measures

Vocational assessmet measures are used extensively throughout the community college system. However, their form may be quite different from the assessment systems in basic skills areas. Many vocational instructors interview prospective students; some programs use factoring systems which take into account previous work experience as well as preparatory coursework. The special testing information requested through the Assessment Survey only brought two responses. Highline Community College indicated that it uses a number of standardized tests for the health occupations, printing, data processing and production illustration programs. Spokane Community College stated that they use tests for science classes, data processing and pre-nursing placement.

A number of other community colleges do use tests for appraising entry into specific vocational programs. As an example, it is understood that the application and selection process for dental hygiene includes a dental hygiene aptitude test. A follow-up to this review should include a thorough search for additional vocational assessment procedures. At this time no recommendations or conclusions can be made regarding specific vocational testing programs.

The information from the two responding colleges is presented:

Assessment Reference Chart
Vocational Tests

	Bellevue	Big Bend	Centralia	Clark	Columbia Basin	District 17	Edmonds	Everett	Fort Steilacoom	Grays Harbor	Green River	Highline	Lower Columbia	North Seattle	Olympia Tech	Olympic	Peninsula	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane Falls	Spokane	Tacoma	Walla Walla	Wenatchee	Whatcom	Yakima Valley
Employee Aptitude Survey												■																
School and College Ability Test												■																
Crawford Small Parts Manual Dexterity												■																
School and College Ability Verbal and Math												■																
IBM Aptitude for Programmers												■																
Differential Aptitude Test of Language Skills												■		■					■		■							
Comprehensive Guid ance & Placement Test																	■						■					
Revised Programs Aptitude Test																							■					
Card Punch Operators Aptitude Test																							■					
In-House Measures			■																									
Differential Aptitude Test																		■										

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"Special Area" Assessments

Assessment measures were highlighted by a number of colleges in spelling, study skills, vocabulary and general aptitude.

A listing of the measures reported and their use in the community colleges is given.

Area	Name	Colleges
Spelling	Morphographic Spelling	2
	Spelling Demons	4
	Spelling Survey	5
	WRAT Spelling	1
Study Skills	Study Skills Learning Skills Improvement	1
	McGraw-Hill Basic Study Skills	1
	Study Skills Survey	2
Other	Other Keys to More Powerful Vocabulary	2
	General Aptitude Battery	3
	General Education Performance Index	1
	Informal Assessment	6

Undoubtedly there are more special areas tests used in the community colleges that were not obtained through the current survey. As in the previous section, a follow-up to this review should include a thorough search for additional spelling, study skills, vocabulary and other assessment measures. At this time no recommendations or conclusions can be made regarding special testing programs.

Special Area Assessments Tests

College	Tests	Purposes and/or Populations	Effectiveness
Spokane Falls	Learning Skills Inventory (A Self Assessment)	Used to recommend study skills modules.	Excellent
Olympia Technical	McGraw-Hill Basic Skills System-Study Skills Test	All students in study skills classs.	Some postions good. Test now 12 yrs. old.
Olympic	Morphographic Spelling-Placement	Placement of students within spelling program.	Good
Walla Walla	General Education Performance Index (GEPI)	To determine GED students' readiness to take the exam.	Good
	SORT — Slosson Oral Reading Test	Given to ABE and GED students.	Good for quick assessment.
Big Bend	Spelling Demons (diagnostic test) and Keys to a More Powerful Vocabulary (pre test)	For placement in spelling and vocabulary classes.	Both work very well.
Lower Columbia	Spelling Survey	Criterion referenced.	Very effective, identifies skills deficits.
	Study Skills Survey	Criterion referenced.	Very effective, identifies skills deficits.
Wenatchee Valley	Informal Assessment	To determine if students need help in consumer skills.	———————

Assessment Reference Chart
Special Area Assessments

	Bellevue	Big Bend	Centralia	Clark	Columbia Basin	District 17	Edmonds	Everett	Fort Steilacoom	Grays Harbor	Green River	Highline	Lower Columbia	North Seattle	Olympia Tech	Olympic	Peninsula	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane Falls	Spokane	Tacoma	Walla Walla	Wenatchee	Whatcom	Yakima Valley
Learning Skills Improvement																						■						
Morphographic Spelling	■															■												
Spelling Demons	■	■										■		■														
Keys to a More Powerful Vocabulary		■																				■						
McGraw Hill Basic Study Skills															■													
Washington Occupational Information System	■		■				■					■						■	■						■			
General Aptitude Test Battery							■										■						■					
General Educational Performance Index																									■			
Spelling Survey			■				■						■							■					■			
Study Skills Survey	■												■															
Informal Assessment	■													■					■	■					■	■		
Career Placement Inventory/Strong Campbell II			■																									
COPS			■																■									
SDS																			■									
Career Assistance Inventory																			■									
Strong Campbell																		■	■			■						
Wide Range Achievement Test Spelling												■																

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Conclusions

The placing of students in appropriate course levels of reading, writing and mathematics, and identifying study skills and career needs are acknowledged as necessary roles for all community colleges.

The preceding pages provide a current view of assessment activities. The listing of assessment measures adds to the collective resources available and may be used to compare local assessment systems.

Six conclusions have been drawn from the presented data:

1. Entry assessment is not uniform throughout the community college system. However, programs for entry assessment are receiving renewed interest.
2. There is no single assessment measure that surfaced as the 'best' or 'ideal' screening device. In each specific area several assessment measures are used more than others. Selection seems to be based upon the instructor's background, training and knowledge of available resources.
3. Statements relating to assessment effectiveness vary. Stated purposes and the populations involved in the assessment are matched against a test. Questions are then asked: Does it do what it was supposed to do? Does it screen or place to the degree instructors expect?
4. Campuswide coordination of assessment does not exist in the community college system. Different areas within a college hold particular responsibilities. Campuswide directions for structuring, systematizing or utilizing assessment measures does not occur.
5. Response did not materialize regarding evaluation of local assessment measures and systems. At the state level there is also no structure available for evaluation. The survey did not solicit policy statements relating to evaluation. Follow-up activities to this report may determine policy positions which lead to evaluation programs.

Recommendations

From the survey and review of the assessment, the following recommendations are presented for consideration:

1. In order to consolidate assessment policies, practices and especially interpretations within each community college, it is recommended that at least one person or office be identified on each campus which will be knowledgeable about or responsible for coordinating the college assessment system.
2. It is recommended that coordination and improvement of assessment policies be promoted by the chief executive officer as well as by administrative deans in each community college.
3. It is recommended that in each college the purposes, objectives and policies in assessment practices be determined. They should be clearly stated so that **overassessment** does not occur.
4. It is recommended that assessment instruments be used solely for the purpose which they have been designed. Instructors should be encouraged to use **Buros Mental Measurements Yearbook** before selecting an assessment instrument. This source provides an evaluation by impartial reviewers. Manuals and specimen sets should be studied before purchasing a particular test.
5. College instructors, counselors and advisors need staff development workshop programs 1) on new assessment instruments; 2) on revised forms of existing instruments in current established programs; and 3) on current research results based on successful programs. A statewide newsletter would assist in achieving some continuity by reporting on new assessment practices and strategies. Publishers of new assessment instruments should be encouraged to send information to each campus. For these reasons it is recommended that a state wide support system for assessment be established at the State Board for Community Colleges level.
6. It is recommended that evaluation of assessment instruments and programs be implemented at least every four years on each campus. The "peer review" system, initiated by Adult Basic Education Programs (ABE), is a reasonable approach to evaluation since it emphasizes sharing of alternatives and opportunities. It provides a learning experience for both the staff being reviewed and for the team of reviewers. Emphasis is on the clarification, support and suggestions for improved quality.
7. It is recommended that a "council on assessment" be established which provides the community college system with a panel of representatives for reviewing statewide assessment programming. This council may be associated with State Board operations or with the Instructional Commission.
8. It is recommended that current assessment information within the community college system be available in the WADE BANK computerized resources system. An "assessment network" would then be available to all college personnel.
9. It is recommended that research should be encouraged regarding the effectiveness of assessment programs.
10. It is recommended that ESL assessment policy, practices and instruments be reviewed for their reasonableness and effectiveness.

Data Collection Schedule

Date	Activity
May, 1982	Questionnaire distributed at WADE conference.
June — July, 1982	Letters and questionnaires sent to colleges not yet responding to questionnaire.
July — August, 1982	Colleges not yet responding to questionnaires were telephoned. Subsequently, questionnaires were sent to these colleges again.
August/September, 1982	Letters and questionnaires sent to colleges not yet responding.
November, 1982	Cross-reference chart sent to all colleges for an update of information supplied or not supplied by questionnaire. (This was a chance for colleges that had not yet responded to provide information for our project.)
December/January, 1982—83	Cross-reference data analyzed and developed.
May, 1983	Report presented at the WADE Conference.

Section III

Immigrant and Refugee Education

Section III

Immigrant and Refugee Education

The impact of immigrant and refugee students five years ago put pressure on English as Second Language classes in many community colleges. Today the impact is being felt in regular academic transfer and vocational training programs as these students seek further education.

The charge given to the Task Force on Immigrant and Refugee Education was to provide a statement of current conditions and a list of solutions.

This section reviews:

- Extent of the impact
- Process of survey development and information gathering
- Review of survey responses based on problems, solutions and unmet needs
- Program model
- Recommendations

Extent of the Impact

Washington state, because of its geographical location, has become a center for immigrants and refugees to settle. A few years ago most of these individuals enrolled in the survival and beginning ESL classes offered by community colleges. Now, however, limited English speaking students are taking coursework all across the curriculum.

Current data shows that the State has up to 35,000 Southeast Asian refugees. During the 1981 fall quarter, 2331 individuals were enrolled in regular tuition paying classes. During the 1982 fall quarter, 2050 were in attendance. From the course coding roster for the same period, 7492 students were enrolled in ESL classes.

Carol Aikman, in an article in "Lifelong Learning, the Adult Years," (April, 1982) states that "a growing problem at community colleges is the strain placed on the developmental skills or remedial programs by students who come to the United States as refugees." She continues by saying that the colleges face a major problem in how to cope with the increasing numbers of students from a variety of nationalities. This impact is certainly true at Seattle Central Community College, with 3572 or nearly half of all refugee and immigrant students in the state. It has up to 35 different languages spoken by students during most quarters.

Not only are ESL programs strained to capacity in most colleges, but the impact is experienced now by instructors in many general college academic and vocational classes. Aikman says "there is the stress and frustration endured by the instructor who is concerned about the student, but who frequently does not have the time to respond to the student's problem. Even if he (she) had time, how could she (he) help a student who barely speaks English?"

With shrinking funds being available to the community college system, the range of available services has diminished. ESL classes available to limited English speakers have concentrated on college credit areas. Students with low English proficiency have been relegated to fewer offerings of ABE and ESL classes characterized by either larger classes or waiting lists. There is anticipated to be little change during the next several years.

The community college that offers ESL classes for immigrants and refugee students contracts with the Department of Social and Health Services for short term vocational training and some assistance in job search efforts. There is a need to expand these vocational training options in the colleges. It is recognized, however, that funding for immigrants and refugee training programs is only assured for nine-month periods and is continually experiencing cutbacks. Thus the need for training will continue with inconsistency remaining a large problem.

Process

During the spring of 1982 a Task Force was formed to identify current needs and problems from community colleges facing the impact of immigrant and refugee students in regular mainstream classes. It enlarged this main charge by seeking solutions from faculty members who instruct these students in regular academic and vocational courses. It also wanted to determine what problems or needs could be anticipated during the next several years since the number of limited English speaking students will continue to increase.

A survey from was sent to each community college (see Appendix III). It requested opinions relating to 1) problems students faced prior to entering their classes or training programs, 2) problems students encountered while enrolled in their classes or training programs, and 3) problems limited English speaking students confronted upon completion of their course or training programs.

A total of 57 surveys were returned from 16 campuses in Washington. Two-thirds of the respondents were in developmental education departments or counseling services. Only one-third of the survey responses came from faculty in academic and vocational departments such as Business, Psychology, Electronics and Welding.

Review of Survey Responses

As expected, the highest concern was for lack of adequate skills in English, both written and spoken. The respondents' statements included comments such as: "barely adequate", "enormous needs", "inadequate skills due to inexperience" and "can hardly converse".

A request for solutions that were currently being used did bring a variety of comments. Several examples were: "we use much one-to-one lab contact and conversation with the instructor" and "encouraging students to spend as many hours each day as possible in reading and writing labs".

A request was made for comments on anticipated problems. Examples of these were "conversation in English will continue to be a problem"; "we need more (developmental) speech classes"; and "there needs to be more opportunities for students to repeat parts of classes rather than take an entire class over again".

Survey Area I
Problems *Prior* to Entering Courses or Programs

1. Survey responses identified the following **problems**:

Inadequate skills in English	Number of Responses
• All English skills are weak	29
• Speaking skills need improvement	18
• Listening skills need improvement	11
• Writing skills need improvement	9
• Reading skills need improvement	4
• Understanding and following directions need improvement	2
• Being able to fill out forms needs improvement	1
• Inability to take tests in English	1
• Inability to write lab reports	1

Inadequate skills in mathematics	
• No problems	14
• Some problems in specific areas (an example is statistics in psychology)	8
• Word problems and specific terminology create difficulties	2

Inadequate study skills	
• Inadequate English skills	4
• Lack efficient time management relating to study needs	3
• Note taking	1
• Critical thinking skills	1
• Taking responsibility of one's own learning is needed	1

Career directions and needs	
• No problems	6
• Lack of awareness exists for career choices	6
• Unrealistic goals	5
• Poor self evaluation abilities	3
• Career choices influenced by current financial pressures	2
• Career choices are influenced by the impact of cultural differences	2
• Same difficulty in career choices as American students	1

Cultural dfferences	
• Difficulties in adapting to their new country and its "system"	9
• No cultural problems	6
• Cultural differences exist	5
• Tendency to be "too shy" and lacking in assertiveness	2
• Reflected in their English difficulties and study skills	2
• Need to verbally communicate more and project their voices	1
• Women students uncomfortable participating in classes with men students and men are uncomfortable with female as teachers	1

Other problems that exist before immigrant and refugee students enter a course or program	
• Gap betwen refugee and general ESL courses and regular basic skills classes as well as a gap into other English-related areas	7
• Equipment damage by students	2
• Isolated from general American life	2
• Distracted by demands of ethnic organizations on campus	1
• Faculty members complain about immigrant and refugee students not being prepared, yet they do not seek adequate identification of their students' needs	1

2. Survey responses offered the following **solutions**:

	Number of Responses
• Referral to some kind of tutoring services and/or study skills classes	26
• Advised to take more conversation classes or experiences	19
• Advised to take more ESL classes	15
• Referral to counseling programs, especially in career planning programs	12
• Referral to developmental/remedial courses/labs for reading and writing programs	10
• Instructors should handle educational needs on an individual basis	8
• Instructors need to plan to use different kinds of teaching techniques	6
• Referral to additional ABE classes	4
• Referral to math labs	3
• Bilingual assistance	2
• International club activities	1
• Personal assistance by instructors	1

3. Survey responses identified the following **anticipated problems**:

	Number of Responses
• ESL classes must bridge the gap between ESL and the regular academic and vocational programs	26
• Lack of adequate funding will continue; diminished financial aid for students and ESL program support	12
• Continuing student failure and frustration	7
• Need for emphasis on two-way cultural awareness support	7
• The continuing lack of available employment	3

Survey Area II

Faculty members next identified problems *while students were enrolled in classes.*

90% indicated a problem in English proficiency.
40% stated students had inadequate career awareness.

Inadequate basic skills	Number of Responses
• Continuing need for English language training	9
• No problems	5
• More basic skills	3
• Assistance with abstraction and conceptualization needed	1
• Assistance with spelling (orthography)	1
• Referrals needed to appropriate classes	1

Excessive time commitments interfere with studies:	
• Does not seem to interfere with classwork	5
• A problem with at least half of all refugee students	3
• Child care	2
• Handled on a case-by-case basis	2
• Cuts in student benefits creates more need for employment, which lessens the time for study	2
• More time must be spent on class preparation	1
• Classes meet too often for students who must work	1

Lack of availability of support services:	Number of Responses
• Lack of counselor support	4
• Lack of a bonafide program or system for services with sensitivity and understanding throughout the college	4
• Lack of English skills assistance or bilingual help within counseling services	3
• No problem	3
• Mental health assistance	2
• Financial aid assistance	2
• Special Services programs need to provide assistance	1
• Limited English speaking students don't use available services	1
• Services used as needed by students	1
• Tutoring assistance needed at the beginning of coursework for limited English speaking students	1
• More assistance needed for students attending evening classes	1

Other needs for immigrant and refugee students who are enrolled in regular college classes:	
• Medical and nutritional assistance is needed	2
• Financial support with stability is needed	2
• Students need to have a better understanding of the overall college system	1
• Instructors need to make sure assignments are clearly understood	1
• An advocate is needed to assist each student to get through the red tape of the college	1
• Faculty need to recognize the tension students face in seeking a four-year degree as opposed to getting an immediate job	1
• Some students not college oriented	1
• Insufficient funds for education and they cannot use ESL courses for humanities credits which create some hardships	1
• The necessity of part time work interfered with a student's time for learning	1
• Need for preparing students to enter technical training programs	1

Another suggestion was that bilingual help be available through the colleges' International Club program.

	Number of Responses
• Improved tutoring systems either through college tutoring programs or as a part of the regular class activity	5
• Students must develop flexibility if they wish to attend college	5
• Current students should act as translators for new students as the need arises. Students might be hired under work-study financial aids assistance for this activity	6
• Greater use of basic skills programs including writing labs, math labs and study skills courses	4
• Student should understand that courses may have to be repeated and that this is acceptable	1
• More individual conferences between students and faculty are needed	1
• The sharing of lecture notes should be promoted and viewed as acceptable	1
• Students should be encouraged to seek experiences that allow for greater enculturation	1
• Counseling should be a referral source with more group advising and new immigrant and refugee students being involved in orientation sessions	3
• Community as well as college referral resources should be used. Informal attempts to link up refugee students with appropriate agencies and volunteers on and off campuses should be encouraged	2

Survey Area III
Problems After Completion of Coursework or Program

Job search activities:
- Interviewing techniques need improvement
- Low speaking skills hinder communication
- Lack of understanding of employment procedures
- Facing of prejudiced employers
- Lack assertiveness in applying for jobs.

Need for additional education:
- Most do not continue further education at this time
- Continued language develoment is needed.

Other needs:
- Need realistic approaches to career potential and possibilities
- Need more orientation to employers and employment procedures
- Follow-up studies should be carried out
- Need for more education for the community regarding acceptance of limited English speaking population.

Suggested solutions:
- Use the referral services of the Department of Employment Security
- Encourage the use of community sponsors for assistance
- Encourage career planning while in college courses
- Use the campus placement office and resources
- Have Special Services (U.S. Office of Education) programs on campuses that have immigrant and refugee students

Several comments regarding anticipated problems after educational experiences have taken place in community colleges:
- Identify the number of former students placed in employment positions as well as the number who are unable to find jobs because of their lack of basic skills, especially in English
- Have job placement and cross-cultural advising assistance on a permanent basis in the community colleges
- Recognize the impact on students' mental health and cultural adjustment
- Provide ongoing financial support and career awareness to promote continuing educational activities.

Almost all the unmet and aniticipated problems stem from the lack of funding. However, a short list of other concerns are: 1) child care assistance; 2) more support services providing individuals help with personal problems available in a flexible manner; and 3) job placement and job skills assessment.

The question is: Where do funds come from? A closer cooperation between all servicing agencies would make more efficient use of available funds. Funding levels are currently inadequate, but higher levels of funding might be better administered by an umbrella organization that will offer comprehensive services such as child care, mental health, job assessment and placement, and basic English skills assistance. The community college seems like the logical agency/educational institution to provide this comprehensive service.

Program Model

The following items are suggested as a model for the educational needs of limited English speaking students:

- **Counseling and Advisement Services:**
  Assign a faculty member or counselor as the advocate for limited English speaking students.

  Refer all students enrolling for the first time in classes beyond ESL to a testing/diagnostic program. Identify levels of proficiency needed for successful class performance. The diagnosis should review necessary speaking and listening skills.

- **Continuity of Instructional Progression:**
  Provide sequenced classes so students do not encounter gaps between ESL courses, between ESL and ABE courses, and between ABE and college preparatory courses.

- **Support Services:**
  Provide class enrollment assistance.

  Provide a designated advocacy individual.

  Provide tutoring assistance.

  Provide job search assistance and planning.

- **Program Exit or Completion:**
  Provide a follow-up with students to determine effectiveness of instruction and training. Contact should be made with employers as well as students.

  Inform students of availability of further educational services.

Community Colleges with current immigrant and refugee programs that may provide other models or assistance are:

Everett Community College
Bilingual Vocational ESL Training program in areas of: Welding, Food Technology and Chore Services.

Big Bend Community College
Tutoring assistance through the Special Services Federal program

North Seattle Community College
English as a Second Language Pronunciation Lab

Peer Tutoring program

Asian Club activities

Lower Columbia College
TRIO program for Disadvantaged Students

Educational Services peer helper program

"Rap Groups" for conversation assistance

Minority advisor-planned activities

Edmonds Community College
Vocational ESL program for electronic technician students.

Recommendations

The following recommendations are presented for continuing the support for students with limited English abilities:

Recommendation 1:
Build a funding system that includes categorical funding for services and classes. Institutions that should receive funding based on proportionately larger population enrollments.

Recommendation 2:
A portion of community college funding should provide services and classes to assist the limited English proficient population to enter regular college classes. These services should include enhancing basic communication skills so students can enroll in college credit or certificated programs. Funding should also provide support services to these students during their training period and in next-step educational or employment planning.

Recommendation 3:
Increase the linkage with community organizations in order to develop a comprehensive services delivery system. This system should include assessment activities, child care support and counseling assistance for mental health problems. Joint community college/community agency operations will stretch both funding support and communication networks in each community for limited English proficient students.

Recommendation 4:
Encourage interdepartmental communication in each community college in order to clarify instructional standards for each training program and academic course. (North Seattle Community College has a model that may be used by other colleges.)

Recommendation 5:
Counseling assistance for limited English proficient students must be strengthened. Specially assigned counselors should receive training regarding the needs of students. Institutional policy should be established so referral routes are clear both for istructors and students requiring counseling assistance. Faculty advocates and counselors should be assigned to each immigrant and refugee student.

Recommendation 6:
A faculty advisory committee should be established for assisting with policy development, with college network systems, and with ethnic community linkage.

Section IV

Public Policy Recommendations

Section IV

Public Policy Recommendations

Public policy for basic skills education is necessary for determining directions and objectives for the 1980s.

This section presents eight public policy recommendations.

Public Policy For Basic Skills Education

Basic skills education has a high priority in Washington State community colleges. The instructional programs available provide students with the educational tools necessary to successfully complete their chosen academic or vocational/technical training and become contributing members in the community.

Three areas must be considered:

1. The achievement of basic skills in reading, writing, mathematics, listening and speaking (for ESL students).
2. The achievement of competencies necesary for entry into academic or vocational programs; and
3. The assistance with ongoing skills support through tutoring and other educational services. All three areas enhance the prospect of success in course work by raising skills levels in verbal, mathematics, reasoning and study techniques.

In order to maintain quality and excellence, the following policies are recommended:

Policy 1. It is recommended that each community college provide a comprehensive basic skills education curriculum through an identified program.

Rationale: It is generally accepted that up to 35% of the adult population is not educationally functional or employable in the current transforming society. High unemployment is predicted through the 1980s even though jobs will go unfilled. Many of these jobs will require high level competencies in technological fields. An aggressive basic skills program must be available through community colleges; must be accessible during times corresponding to adult schedules; must be comprehensive by design; and must have continuity from one level to the next. This program creates the link between limited or outdated skills for the educationally disadvantaged adult and new levels of competency which increase opportunities leading to employment.

Policy 2. It is recommended that assessment procedures be established in each community college ensuring students, instructors, counselors and advisors opportunities to identify basic learning skills.

Rationale: A comprehensive, campuswide entrance and placement testing program is necessary for directing students to appropriate basic skills resources. Such an initial assessment should include an evaluation of students' abilities in writing, reading, mathematics, listening and speaking (for ESL students) and study techniques.

Policy 3. It is recommended that selection of faculty and staff be given to candidates who demonstrate a commitment to basic skills education as an integral feature of teaching and learning in all disciplines. Support for this commitment comes from providing and encouraging continuous professional development at both the local and statewide levels.

Rationale: An expert, concerned faculty and staff is required if basic skills instruction is to be continuously successful. Rapid growth in curriculum and other areas, including computer technology, requires a network for professional training and sharing. The Washington Association for Developmental Education has been organized to provide professional conferences and workshops.

Additionally, peer review programs aid improvement in curriculum and instruction; and special interest meetings and presentations provide opportunities for resources sharing. Together these inservice professional growth programs assist faculty and staff in upgrading their skills and understanding.

Policy 4. Because we are in a changing environment, it is recommended that an accountable system be established to ensure that program objectives are being met.

Rationale: Accountability is required in the delivery of basic skills education during the 1980s. Because change is a constant in educational planning, evaluation must lead to continuous modification of basic skills programs in response to demonstrated need. It is recommended that no less than every four years a review be initiated in each college leading to program reduction or to appropriate support as times and conditions determine need.

Policy 5. It is recommended that communication exist between community colleges and local public school systems relating to basic skills competencies of students.

Rationale: There must be continuous collaboration with public school personnel relating to progress and improvement in basic skills competencies of students. Reduction of learning deficiencies is the goal of educational systems in planning for a high technology society.

Policy 6. It is recommended that basic skills programs and college support services collaborate in providing assistance to students enrolled in basic skills improvement courses.

Rationale: There must be close ties with student services support systems in each college. Counselor support for assistance in college entry assessment, crisis intervention, college/community referals and next step educational or employment planning is essnential for students in basic skills program. This support gives recognition to both the cognitive and affective needs of students.

Policy 7. It is recommended that resources for instruction, assessment and staff development in basic skills education be organized and managed through a system that ensures the best quality possible for instruction and programs.

Rationale: High quality basic skills programs are dependent upon a system for sharing instructional resources. The continuation of the WADE BANK

instructional resources service for collection and dissemination of curriculum materials and other related items is essential for providing all colleges with current knowledge relating to the basic skills program at a reasonable cost. The goal of the WADE BANK service is to raise the quality of instruction in each college.

Secondly, the establishment of a grant program with $25,000 annually for curriculum and program improvement is essential for enriching the instructional system and meeting the challenge of upgrading basic skills educational services. Small grants between $200 and $800 will allow each college several curriculum improvement projects to be developed each year.

Together these two programs will enable teaching activities to be improved and shared.

Policy 8. Formula funding should provide a staffing ratio no higher than 25:1 with the same mix of full and part time faculty as currently exists.

Rationale: The 1982 student to faculty ratio in basic skills was 34:1 for the community college system. This was a rise from a ratio of 29:1 in 1981. A recommended rate of 25:1 will provide educational assistance to the estimated 35% of adults who are functionally illiterate or ill-prepared to face a world requiring competencies in reading, writing and computational skills. In 1981 the State of Louisiana found this level of support to be necessary for a higher retention rate and a reduction in the impact of declining first-time enrollments. Included are costs associated with regular instruction and in support of counseling, advising and other next-step planning activities.

Last of all, this funding level should be reviewed biennially with the intention of reducing support as basic skills needs in our communities decline.

Conclusion

Public policy statements provide opportunity for shared and strategic visions for basic skills education to be aired. Policy, once determined, becomes the structural framework necessary for program planning leading to implementation and evaluation. The objective is quality education for students.

Academic Competencies

As Defined By The College Board

Academic Competencies

As Defined By The College Board

(The Chronicle of Higher Education: September 30, 1981)

Appendix

Academic Competencies
As Defined By The College Board
(The Chronicle of Higher Education: September 30, 1981)

Following are the definitions of "academic competencies" — abilities students need to do college work — prepared in the first phase of the College Board's "Project Equality."

Reading Competencies

- The ability to identify and comprehend the main and subordinate ideas in a written work and to summarize the ideas of one's own words.
- The ability to recognize different purposes and methods of writing; to identify a writer's point of view and tone; and to interpret a writer's meaning, inferentially as well as literally.
- The ability to separate one's personal opinions and assumptions from a writer's.
- The ability to vary one's reading speed and method (survey, skim, review, question and master) according to the type of material and one's purpose for reading.
- The ability to use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography.
- The ability to define unfamiliar words by decoding, using contextual clues, or by using a dictionary.

Writing Competencies

- The ability to conceive ideas about a topic for the purpose of writing.
- The ability to organize, select and relate ideas and to outline and develop them in coherent paragraphs.
- The ability to write Standard English sentences with correct sentence structure; verb forms; punctuation, capitalization, possessives, plural forms and other matters of mechanics; word choice and spelling.
- The ability to vary one's writing style, including vocabulary and sentence structure, for different readers and purposes.
- The ability to improve one's own writing by restructuring, correcting errors and rewriting.
- The ability to gather information from primary and secondary sources; to write a report using this research; accurately; and to cite sources properly.

Speaking and Listening Competencies

- The ability to engage critically and constructively in the exchange of ideas, particularly during class discussions and conferences with instructors.
- The ability to answer and ask questions coherently and concisely, and to follow spoken instructions.
- The ability to identify and comprehend the main and subordinate ideas in lectures and discussions and to report accurately what others have said.
- The ability to conceive and develop ideas about a topic for the purpose of speaking to a group, to choose and organize related ideas; to present them clearly in Standard English, and to evaluate similar presentations by others.
- The ability to vary one's use of spoken language to suit different situations.

Mathematical Competencies

- The ability to perform, with reasonable accuracy, the computations of addition, subtraction, multiplication and division using natural numbers, fractions, decimals and integers.
- The ability to use effectively the mathematics of: integers, fractions and decimals; ratios, proportions and percentages; roots and powers, algebra, geometry.
- The ability to make estimates and approximations, and to judge the reasonableness of a result.
- The ability to formulate and solve a problem in mathematical terms.
- The ability to select and use appropriate approaches and tools in solving problems (mental computation, trial and error, paper-and-pencil techniques, calculator and computer.)
- The ability to use elementary concepts of probability and statistics.

Reasoning Competencies

- The ability to identify and formulate problems as well as the ability to propose and evaluate ways to solve them.
- The ability to recognize and use inductive and deductive reasoning, and to recognize fallacies in reasoning.
- The ability to draw reasonable conclusions from information found in various sources, whether written, spoken, tabular, or graphic, and to defend one's conclusions rationally.
- The ability to comprehend, develop and use concepts and generalizations.
- The ability to distinguish between fact and opinion.

Studying Competencies

This set of abilities is different in kind from those which precede it. They are set forth here because they constitute the key abilities in learning how to learn. Successful study skills are necessary for acquiring the other five competencies as well as for achieving the desired outcomes. Students are unlikely to be efficient in any part of their work without them.

One further difference must be expressed: Activities related to acquiring the basic studying competencies will fail unless students bear in mind the role of their attitude in the learning process. That attitude should encompass a sense of personal responsibility for one's own progress; a desire to make full use of the teacher as a resource and a willingness to conduct themselves in ways that make learning possible for their classmates as well as themselves.

- The ability to set study goals and priorities consistent with stated course objectives and one's own progress, to establish surroundings and habits conducive to learning independently or with others and to follow a schedule that accounts for both short and longterm projects.
- The ability to locate and use resources external to the classroom (for example, libraries, computers, interviews and direct observation) and to incorporate knowledge from such sources into the learning process.
- The ability to develop and use general and specialized vocabularies, and to use them for reading, writing, speaking, listening, computing and studying.
- The ability to understand and follow customary instructions for academic work in order to recall, comprehend, analyze, summarize and report the main ideas from reading, lectures and other academic experiences and synthesize knowledge and apply it to new situations.
- The ability to prepare for various types of examinations and to devise strategies for pacing, attempting or omitting questions, thinking, writing and editing according to the type of examination; to satisfy other assessments of learning in meeting course objectives such as laboratory performance, class participating, simulation and products of students' evaluation.
- The ability to accept constructive criticism and learn from it.

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